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ABSTRACT

This compilation of program materials serves as an introduction to Florida's Brevard Community College's (BCC's) Competency-Based Adult High School Completion Project, a multi-year project designed to teach adult administrators, counselors, and teachers how to organize and implement a competency-based adult education (CBAE) program; to critique and disseminate locally developed CBAE curricula for high school completion based on state curriculum frameworks and performance standards; and to develop and instruct teachers in the use of a training manual for CBAE classroom management. The compilation includes the following: (1) program objectives for levels I (grades 0-4.9) and II (grades 5-8); (2) instructions for teachers on using the Level II learning guides effectively; (3) an outline of the student progression plan for Level II; (4) a blank CBAE competency mastery chart; (5) informational materials designed to clarify the relationship between community colleges and the CBAE High School Curriculum Project; (6) a list of exemplary programs at BCC; (7) sample sections focusing on common illnesses from a health course student learning guide and sections on notation from a mathematics learning guide; and (8) the Florida State Department of Education's "Adult Education Program Course Standards: Adult Basic Education." (AYC)

****
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COMPETENCY-BASED ADULT EDUCATION

Florida

Model

Elizabeth Singer

CBAE High School Completion - 1984-86

CBABE Curriculum Project - 1986-87
(Level 5-8) II

CBABE Curriculum Project - 1987-88
(Level 0-4.9) I

Brevard Community College
Open Campus

Cocoa, Florida

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Further Information

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Brevard Community College
Cocoa Campus
1519 Clearlake Road
Cocoa, FL 32922
PHONE: 305-632-1111, Ext. 3131
SUNCOM: 361-3131

CBABE LEVEL II (5-8) PROJECT

310 Special Demonstration 1986-87

1. Develop CBABE Student Learning Guides for Level II (5-8) for READING, WRITING, MATHEMATICS, HEALTH, CONSUMER EDUCATION, SCIENCE & SOCIAL STUDIES based on State Adult Basic Education Curriculum Frameworks and Student Performance Standards.

2. Select adult educators, representing Florida's five regions, to be members of an EXECUTIVE PLANNING TEAM to implement the project strategies.

3. Select qualified writers from Florida's districts/community colleges to go through training and have them develop subject area student learning guides.

4. Select resources to be used in these student learning guides from locally developed curriculum and commercially developed instructional materials.

5. Develop a student learning guide format geared to ABE, but consistent with the CBAE high school format.

6. Determine content and develop a CBABE Teacher Manual to accompany the instructional modules.

7. Provide consultant services to assist with training of writers and critique of products.

8. Disseminate products of this project to districts/community colleges in Florida for validation during 1987-88.

*9. Disseminate products on IBM computer disks (LOAN OUT) to make originals for local printing and modifications.

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CBABE LEVEL I (0-4.9) PROJECT

1987-88

OBJECTIVES

1. Develop an ABE/CBAE student learning guide format suited to Level 0-4.9.

2. Select instructional materials relative to Level I to be referenced in the student learning guides.

3. Develop a student progression plan for the ABE performance standards to be taught in Level I.

4. Develop a diagnostic/prescriptive process using the TABE for placement and other measures for progress.

5. Use the FRY Formula to determine reading level progression for module writing.

6. Pattern the process in a way to tie into CBAE Level II.

7. Develop an ABE Level I Teacher Handbook for training and program use.

8. Include in the ABE Handbook guidelines for working with Literacy Volunteers.

9. Disseminate this program in a package to Florida Districts/ Community Colleges offering CBABE. (Computer Disks Loan).

10. Recognize in student learning guide development that this level needs built-in teacher directed learning activities.

USING CBABE LEARNING GUIDE EFFECTIVELY

1. Basic to the CBABE curriculum (Level 5-8) is READING, WRITING, and MATHEMATICS Student Learning Guides. CONSUMER ECONOMICS, HEALTH, SOCIAL STUDIES and SCIENCE student learning guides build on reading comprehension and math skills. Cross references of student performance standards based on student interest can occur in these latter subject areas.

2. Consumer Economics and Health can accommodate low reading and math skills and are excellent motivator courses. Science and Social Studies are geared more to a 7-8 grade reading level. These modules are good for Pre-G.E.D. or remediation for students having difficulty with the CBAE High School Curriculum in science and social studies.

3. The CBABE program is intended to raise the grade level of students quickly for entry into G.E.D. Prep and CBAE High School Completion courses.

4. Since many students in the CBAE High School Program are seeking credit, the use of the CBABE learning guides can be to validate competencies at a lower level and credit awarded. However, this should be accomplished using the appropriate State Course Code Directory number for a credit course.

5. The CBABE program can serve well in a learning lab setting for remediation of Minimum Student Performance Standards (SSAT # 1 and SSAT # 2).

6. The CBABE Program was designed specifically to accompany the CBAE High School Completion Program with similar formating so that students can experience consistency in learning and progression.

7. The CBABE Program is also intended to meet the needs of students who tend to drop out or become discouraged with G.E.D. Prep and CBAE High School, because they lack the appropriate skills to be successful in academic subject areas for credit.

8. This CBABE Program can be adopted as a full ABE Level 5-8 instructional program or modified to meet local resource needs. Since on IBM computer disks, this can be accomplished with minimal local effort.

9. With good counseling; proper placement of students, and noted student progression, this CBABE Program can be an effective instructional tool for any adult education outreach center or school facility center.

LEVEL 5-8 CURRICULUM

Student Progression Plan:

1. Program Placement: Use TABE SURVEY, 1987 Edition to determine grade level placement.
2. Diagnostic/Prescriptive Placement: Use TABE TEST, 1987 Edition to determine problem areas for "Student Learning Guide" assignments in either READING, WRITING, or MATH.
3. Record Keeping: Record student scores on COMPETENCY MASTERY CHART.
4. Student Learning Guides: Based on diagnostic testing, assign competencies to be mastered on COMPETENCY MASTERY CHART. This may be in READING, WRITING, or MATH initially.
5. Pre-testing: Pre-test as appropriate to determine if student has prior knowledge at a 90% or higher level. There is a pre-test for each competency to be mastered. Record score on COMPETENCY MASTERY CHART. If less than 90%, the student should complete assigned activities in the "Student Learning Guide."
6. Student Activities: Each "Student Learning Guide" has activities at either a 5-6 or 7-8 reading level. Assign activities based on tested reading level.
7. Self-Check: After completion of assigned activities and teacher recommendation, the student takes the self-check and grades his/her own "test." Answers are found in the "Student Learning Guide." Record score on COMPETENCY MASTERY CHART.
8. Post-testing: Based on the teacher's recommendation and the score on the self-check, the student takes the competency Post-test. A score of 80% or above is recommended before validating mastery. Record the Post-test grade on the COMPETENCY MASTERY CHART.
9. Enrichment Activities: If warranted, the teacher may assign additional activities for competency mastery which may not appear in the "Student Learning Guide."
10. Final Exam: The final exam is optional, depending upon the course and teacher assessment. If testing out in reading, writing, or mathematics, it may be appropriate to administer the TABE 1987 Edition to verify student readiness for G.E.D. prep or CBAE high school completion.
11. Competency Mastery Chart: After the student has successfully completed the assigned competencies, the instructor signs the Competency Mastery Chart and date of exit. This chart should become part of the student's permanent record folder. Charts can be discarded after information is placed on the student's cumulative folder or transcript.

COMPETENCY MASTERY SHEET

CBABE PROGRAM

Facilitator

Student Name

Subject Area

Exit TABE Testing

Reading Date

Writing Date

Math DATE

Class Entry Date

Placement (TABE SURVEY) Level

Diagnostic/Prescriptive TABE Recommendations:

Class Exit Date

Date Test Taken

Reading Level Date

Writing Level Date

Math Level Date

Student Goals Post-TABE Exit from Program DATE of EXIT from CBABE

COMPETENCIES #	PRE-TEST SCORE	SELF-CHECK SCORE	POST-TEST SCORE	FACILITATOR SIGNATURE	DATE	COMMENTS

(Over)

FINAL EXAM (if applicable)

Facilitator Verification of Competencies DATE

BREVARD COMMUNITY COLLEGE
Open Campus

COMPETENCY-BASED ADULT EDUCATION
(CBAE)

Curriculum Project

ADOPTION AGREEMENT:

This agreement is intended to clarify the relationship between your district/community college and the CBAE HIGH SCHOOL CURRICULUM PROJECT, Brevard Community College, Open Campus. It outlines the activities, responsibilities and goals of both parties involved in the adoption process.

This project has four major products and components which can be adopted as a total package or modified to suit local options. These products are:

1. CBAE MANAGEMENT GUIDE FOR ADMINISTRATORS, TEACHERS, & COUNSELORS

   This manual is intended to clarify Competency-Based Adult Education (CBAE) as to definition and program implementation. It is used as a primary resource for training of those new to CBAE as it relates to administrative management of the program.

2. CBAE STUDENT SERVICES GUIDE

   Although a guide indigenous of a local program, this CBAE Student Services Guide incorporates State and local information with many options for transplanting or modifying as suits adopter needs. This guide is used in training of counselors and teachers.

3. CBAE CLASSROOM MANAGEMENT GUIDE

   The primary thrust of this guide on classroom management is for the CBAE teacher/facilitator. However, both counselors and teachers benefit from this booklet's information. This guide was developed from universal concerns about the open entry-open exit concept and individualized instructional processes.

4. CBAE HIGH SCHOOL CURRICULUM MODULES

   Based on Florida's Curriculum Frameworks and Performance Standards for high school courses listed in the State Course Code Directory, individual student learning guides are written for courses. These modules are

currently in the evaluation/revision stage, but are of great value for adoption or modification based on local resources.

There are a number of activities that can take place during the course of adopting. These are outlined in the agreement.

We are excited about this opportunity to share with you a project that revitalized our adult education program in Brevard. This project has had input not just from Brevard. Eighteen districts/community colleges in Florida assisted in the developmental stage.

If you have questions about the agreement, please feel free to get in touch with us. Do note that this agreement is not legally binding, but rather serves as a formalized statement that we are embarking on a cooperative adventure which will eventually benefit both parties.

Sincerely,

Elizabeth Singer

Elizabeth Singer, Dean, BCC
John Wigley, Dean, BCC
Project Directors

For further information on materials, training, or technical assistance, contact:

Muriel Medina, Director
Adult and Community Education Network (ACE)
Center for Instructional Development & Services
2003 Apalachee Parkway
Tallahassee, FL 32301-4829
PHONE: 904-644-2440
SUNCOM: 284-2440

CBAE HIGH SCHOOL CURRICULUM PROJECT

Letter of Agreement

Brevard Community College, Open Campus
1519 Clearlake Road
Cocoa, FL 32922
(305) 632-1111; Ext. 3180

AND

Institution: _____

Address: _____

_____ Tel: ( ) _____

Adult Education Director: _____

Contact Person: _____

Target Group(s) ___Administrators ___Supervisors ___Counselors
___Teachers ___Curriculum Specialist
___Other _____

Type of Assistance: ___Brevard On-Site Training
___Technical Assistance - Adopter Site

Role of Brevard Community College

1. Provide consultants to conduct training at demonstration CBAE sites in Brevard.
2. Provide one set of CBAE High School Curriculum Modules at $100.00 to visiting county for take home.
3. Provide one set of three training components (CBAE Management Guide, CBAE Student Services Guide, and CBAE Classroom Management Guide) free of charge.

   Additional sets can be purchased at $8.00 per set.
4. Provide rights for duplication or modification of all handouts as needed by adopter with recognition rights indicated to Brevard Community College as originator of project.
5. Provide technical assistance and follow-up evaluation.
6. Provide estimated cost factors for training (if any) and program implementation for adopter.
7. TRAINING TIME-FRAME: Brevard Site

Afternoon-First Day:	1:00 - 5:00 pm	Thursday
Evening Center Visit:	6:30 - 7:30 pm	Thursday
Morning Center Visit:	8:30 - 9:30 am	Friday
Morning Session:	9:30 -11:30 am	Friday

   TECHNICAL ASSISTANCE: 6 hours at adopter site

Role of Adopter:

1. Agree to visitation to Brevard County for training based on Brevard's arrangement of suitable dates and time.

or

2. Agree to a site within an area close to the adopter's location with the understanding that limitations will be evident as to experiential training.
3. Provide information on a survey form that clarifies number of people; their roles; their expertise and knowledge of CBAE, and local conditions for CBAE implementation.
4. Provide on a survey form specific goals, objectives, activities and approximate time-lines for adoption of CBAE curriculum and concepts.
5. Assure that all participants have studied and prepared for the workshop by reading the three CBAE Manuals.
6. Indicate level of support and resources to be provided at local level on part of the administration (School Board or Board of Trustees) and teachers.
7. Agree to evaluate the CBAE Curriculum Modules and share results or changes in the curriculum with Brevard Community College.
8. Complete a formal and informal evaluation with BCC staff following the training session.

Signature of Authorized Person CBAE Project	Signature of Adult Education Director or Person Authorized to Support Training
Date	Date

Special Note: As part of this agreement, those who use any materials developed under this project are not authorized to misrepresent their origins at training sessions or conference presentations or in any manner that does not give credit to Brevard Community College.

CBAE Workshop Participant:

CBAE PRE-WORKSHOP QUESTIONNAIRE

Please take a few minutes to complete this NEEDS ASSESSMENT QUESTIONNAIRE prior to your participation in the training workshop. Send to:

Elizabeth Singer
Brevard Community College
1519 Clearlake Road
Cocoa, FL 32922

1. Indicate which of the following manuals you have studied:

___CBAE Management Guide

___CBAE Student Services Guide

___CBAE Classroom Management Guide

___CBAE Program Overview Booklet

2. How would you rate your knowledge of Competency-Based Adult Education?

____Very Knowledgeable ____Moderate Knowledge ____Basic Knowledge

3. What is your current role in the adult education program?

____Administrator _____Curriculum Specialist ____Counselor

____Teacher _____Other_____

4. Are you _____Full-time _____Part-time in adult education.

5. What type of training have you experienced in CBAE program implementation?

_____Local Training _____Conferences _____Brevard ACE Network Training

_____Other_____

6. Is your adult high school program currently competency-based?

____Yes ____No ____Working on it

7. How many hours do you require students to be in class before awarding credit?

____No set hours ____Set hours at_____

8. What is the estimated number enrolled in your high school credit program?

_____non-duplicated

9. Give several reasons why you are implementing a CBAE high school program and need training.

10. What knowledge do you expect to receive from this workshop training on CBAE:

____Program management (administrative ideas)
____Student services information
____Classroom management information
____Understanding of CBAE concepts
____Module adaptation to local needs
____Module writing/developmental processes

(over)

_____Receipt of CBAE Modules & Support Manuals
_____Ordering of CBAE Materials
_____Classroom set-up for CBAE
_____Cite others

11. What type of training format would you prefer: (May check more than one)

____On-site at Brevard Community College with experiential activities

____Special Technical Assistance at home site

____Overview of CBAE Concepts and Program Administration

____Overview of Student Services for CBAE

____Overview of Classroom Management for CBAE

____Brainstorming of Solutions of Local Problems for implementation of CBAE

____Module Adaptation to Local Needs

____Experiential Classroom Management

____Module Writing/Development

____Other_____

_____

Name:_____Title:_____

Address:_____Tel:_____

_____County:_____

Please feel free to make additional comments:

Competency-Based Education for the Adult High School

CBAE HIGH SCHOOL COMPLETION CURRICULUM

7/8/87 REPORT

COURSES COMPLETED

General Mathematics I (revised)
General Mathematics II
General Mathematics III
Consumer Mathematics
Pre-Algebra
Algebra I
Algebra II
Business Math IA
Informal Geometry

American Government (Revised)
World History (Revised)
American History I (Revised)
American History II (Revised)
Political Science
Economics
Sociology

Environmental Science
Fundamentals of Biuology
Science - 1st 16 Standards
General Science (Revised)

English IA & B
English IIA & B
English IIIA & B
English IVB
Reading IA & B (Revised)
Reading IIA & B
Writing I
Creative Writing
American Literature

Shorthand
Personal Typewritng
General Business

Health I - Life Mgmt Skills

Drawing & Painting I (Pasco County)
Economics (Orange County)
Art 3-D Comprehensive I (Sarasota)
Law Studies (Orange County)

COURSES IN FOR TYPING

English IA & B (rev)
English IVB (rev)
American Lit (rev)
Advanced Reading

French I & II
Spanish I, II & III
German I
Hebrew

Environmental Science (rev)
Fund. of Biology (rev)
Science 1st 16 Stand. (rev)

Consumer Math (rev)
Algebra II (rev)

Health - Family, Social & Personal Relations

COURSES BEING DEVELOPED

World Geography
Employability Skills
Marine Biology
Business Math IB
Computer Applications
Introduction to Computers
Computer Program, Basic I
Computer Program, Pascal
Personal Fitness

CBAE

Why CBAE?

CBAE HIGH SCHOOL CURRICULUM PROJECT

Adopters/Training

Bay
Escambia
Franklin
Jackson
Jefferson
Liberty
Pinellas
Santa Rosa
Sarasota
Orange
Volusia
Flagler
Palm Beach
Broward
Dade
Highlands
Duval
Polk
Alachua
Hillsborough
Leon
Clay
Pasco
Citrus
Gulf
Indian River
Marion
Okeechobee
St. Johns
Taylor
Sumter
Wakulla
Gadsden

Calhoun
Seminole

Out-of-state

Dr. Delane Boyer
Dept. of Community Colleges
Raleigh N. C.

Joann Obis
Venable Rinson
John Logan Community College
Caterville, IL

ACE Network Training Workshops

July 17-18, 1986	Cocoa
December 4-5 1986	Cocoa
April 9-12, 1987	Panama City
August 20, 1987	Tallahassee (Leon County)
June 4, 1987	Calhoun & Gulf Counties Blounstown

ACE NETWORK

- STATEWIDE CBAE CONFERENCE, May 1985
  51 counties out of 67 participated

Dissemination Presentations:

- CBAE National Conference, Los Angelos CA April 1986
- Southern Regional Conference, Charleston SC August, 1985
- Southern Regional Conference, Atlanta GA, Aug. 1986
- Florida Adult Education Conference, Cocoa Bch October, 1985
- National AAACE Conference, Hollywood, FL May 1986
- Southern Regional Conference, Raleigh NC Aug. 1986 (combined CBAE Adult Basic Project)
- FIVE regions of Florida, 1985-86

BREVARD COMMUNITY COLLEGE
Open Campus

EXEMPLARY PROGRAMS

1. COMPETENCY-BASED ADULT HIGH SCHOOL COMPLETION (ACE NETWORK Training Program)

42 Modules - includes pre/post-tests, semester exams
Bibliography of resources
Student learning guides for 42 high school credit courses based on course performance standards & curriculum frameworks
CBAE MANAGEMENT GUIDE
CBAE STUDENT SERVICES GUIDE
CBAE CLASSROOM MANAGEMENT GUIDE

2. COMPETENCY-BASED ADULT BASIC CURRICULUM, Level 5-8

7 modules addressing READING, WRITING, MATH, HEALTH, CONSUMER ECONOMICS, SCIENCE, SOCIAL STUDIES based on curriculum frameworks and performance standards for each course.
Bibliography of resources used in individual student learning guides
CBABE HANDBOOK FOR INSTRUCTORS

(Current Status: Available after October 1, 1987) IBM Computer Disks for loan to make your own originals for printing.

3. BEST-PAL (Basic Education Skills Through-Parent Affective Learning)
(ACE NETWORK Training Program)

BEST-PAL PROCESS MANUAL on how to implement
BEST-PAL INSTRUCTOR'S MANUAL used in training and instruction
BEST-PAL LEVEL 1 (2-3 grade level) Set of 8 modules (revised)
BEST-PAL LEVEL II (6-7 grade level) Set of 8 modules

4. ADULT BASIC EDUCATION OUTREACH (Teacher/Recruiter/Counselor) PROGRAM
State Board of Community College Exemplary Program Award, April, 1987

ADULT BASIC EDUCATION OUTREACH PROGRAM booklet use in training and for program implementation.
(Special 310 funding, 1987-88 is allowing for video tape teacher training tapes, slide/tape awareness about the program, and a publicity package for ABE Outreach. Availability will be August, 1988).

5. EDUCATIONAL MENTORING with BUSINESS, INDUSTRY, COMMUNITY AGENCIES for Program Referrals.

EDUCATIONAL MENTORING PROCESS MANUAL available free upon request.(+ postage)
"Quick & Handy Guide to Educational Mentoring" (In revision for printing)
Brevard County Directory of Educational Options for Adults (In revision)

BREVARD COMMUNITY COLLEGE
Open Campus

COMPETENCY-BASED ADULT HIGH SCHOOL COMPLETION CURRICULUM PACKAGE ORDER FORM
and CBABE LEVEL II (5-8) CURRICULUM

DATE: _____ FORM OF PAYMENT: To be Billed_____ P.O.#_____

Contact Person: _____

Agency: _____

Address: _____
Number Street Suite/Room #

_____ Phone( ) _____
City State ZIP

Anticipated Need For Training Date: _____ Anticipated Start of Program _____

Only ONE Set of Materials Available to An Agency		UNIT PRICE	TOTAL
42 Sets Of Student Learning Guides Pre/Post-Tests/Semester Exams	Adult High School	$100.00	
CBAE MANAGEMENT GUIDE (Adult High School)		4.00	
CBAE STUDENT SERVICES GUIDE (Adult High School)		4.00	
CBAE CLASSROOM MANAGEMENT GUIDE (Adult High School)		3.00	
CBABE CLASSROOM MANAGEMENT GUIDE LEVEL II (5-8) (Adult Basic Education)		3.00	
CBABE LEARNING GUIDES LEVEL II (5-8) IBM Computer Diskettes for Loan - Make Your Own Originals		7 Subjects $55.00 LOAN	
BY SUBJECT AREA COMPUTER DISKETTE LOAN:			
Available 10/87	READING Modules/Pre/Post-Test/Exams	$10.00	
11/87	WRITING MODULES/Pre/Post-Tests/Exams	10.00	
10/87	MATHEMATICS MODULES Pre/Post-Tests/ Exams	10.00	
10/87	HEALTH MODULES Pre/Post-Tests/Exams	10.00	
11/87	CONSUMER EDUCATION MODULES Pre/Post-Tests/Exams	10.00	
11/87	SOCIAL STUDIES MODULES Pre/Post-Tests/Exams	10.00	
11/87	SCIENCE MODULES Pre/Post-Test/Exams	10.00	
ADULT BASIC EDUCATION OUTREACH PROGRAM MANUAL		2.50	

PAGE 1 TOTAL 19 _____

BEST-PAL(Basic Education Skills Through-Parent Affective Learning)
A Curriculum for low socioeconomic, undereducated adults. Written to build reading comprehension skills and conduct of parenting education. Eight topics covered in each level of modules. Also used as a recruitment/counseling vehicle for Adult Basic Education.
(One Set Only)

BEST-PAL INSTRUCTOR'S MANUAL (& Training Manual)	$6.50
BEST-PAL PROCESS MANUAL for Program Implementation	5.00
BEST-PAL LEVEL I (2-3 Reading Comprehension) Set of 8 Revised Modules	$16.00
BEST-PAL LEVEL II (6-7 Reading Comprehension) Set of 8 Unrevised Modules	8.00
	TOTAL:

Complete (page 1 & 2) TOTAL: _____

SHIPPING: $10.00

GRAND TOTAL: _____

PLEASE NOTE: We are pleased to share with you these products which are priced at printing costs. You have the right to reproduce copies for use within your institutional programs. We ask that you give all recognition rights for development to BREVARD COMMUNITY COLLEGE and others as noted on the ACKNOWLEDGEMENT PAGE. If adjustments in the curriculum materials are made to suit your local needs, please give recognition to BREVARD COMMUNITY COLLEGE on your acknowledgement pages.

TECHNICAL ASSISTANCE is available through BREVARD COMMUNITY COLLEGE, Open Campus, for implementation of these programs. If interested in this service, contact: Elizabeth Singer, Dean for the Cocoa Campus Adult & Continuing Education Center for information (305) 632-1111, Ext. 3180.

MAIL ORDER FORM & PURCHASE ORDER TO: Brevard Community College, Open Campus
Att: Elizabeth Singer
1519 Clearlake Road
Cocoa, Florida 32922

PAYABLE TO: Brevard Community College

COMPETENCY-BASED ADULT BASIC EDUCATION

STUDENT LEARNING GUIDE

HEALTH

LEVEL II

Development Funded By:

State of Florida
Department of Education
Division of Vocational, Adult & Community Education
Bureau of Adult & Community Education
Tallahassee, Florida

1986 - 1987

ACKNOWLEDGEMENTS

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Dr. A. Perkins Marquess, Provost
Brevard Communtiy College
Open Campus

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Martha Spiva (Bay) Region I	Tony Lagos (Orange) Region III	Dr. Gay Outler (Broward) Region V
Pat Green-Powell (Leon) Region I	Bernadette Bell (Volusia) Region III	Rosie Diaz Duque (Dade) Region V
Dr. Ellen West (Alachua) Region II	Dr. Nona Grotecloss (Pasco) Region IV	Dr. Lucy Guglielmino (Broward) Revion V
Bob Wofford (Duval) Region II	Eloise Trent (Hillsboro) Region IV	

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Rebecca Camp Mary G. Brooks John Wigley Vernon Loyd

ACKNOWLEDGEMENTS
(continued)

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Vernon Loyd	(Brevard)	Social Studies
Susam McGill	(Hillsboro)	Science
Karen Sample	(Pasco)	Mathematics
Allen Sweet	(Pasco)	Writing
Jerome Wiley	(Volusia)	Mathematics

Competency-Based Adult Basic Education Teacher Manual

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Module Critique & Computer Design/Input

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Deerfield Beach, Florida

PREFACE

The Competency-Based Adult Basic Education (CBABE) Program for Level II (Grades 5-8) was developed during 1986-87 through a 310 Special Demonstration and Teacher Training Project Grant awarded by the Bureau for Adult & Community Education, Department of Education, Tallahassee, Florida. The grant was awarded to Brevard Community College, Open Campus and under the direction of Elizabeth Singer.

This program consists of individual student learning guides, pre & post-tests for each guide and exit examinations for seven subject areas (reading, writing, mathematics, health, consumer education, social studies, and science). Curriculum Frameworks and course Performance Standards used to write the student learning guides (modules) were those provided by the Bureau for Adult & Community Education. In the development of the student learning guides, readability levels for grades 5-8 were given attention by the FRYE READABILITY SCALE. Commercial resources were used and keyed to readability levels in the learning activity assignments.

Adult educators desiring to adopt this program might consider the following areas of use:

1. Adult Basic Education: Level II (5-8), individualized learning for students in a lab or outreach center.

2. Pre-G.E.D.: Pre-G.E.D. preparation course.

3. Adult High School Remediation: Use selected courses for remediation of students performing academically below the 9th grade level before entry into the CBAE high school program.

This CBABE curriculum is designed in such a way that it can be used in conjunction with BCC's CBAE high school curriculum for remediation of students who are having difficulty, or test below the 9th grade in reading, writing, and mathematics.

The program is easily transportable, and packaged for training and use by new part-time instructors. It's considered ideal for outreach instruction. An Adult Basic Education Teacher Guide accompanies the modules.

All courses are available on computer diskettes, making it easy for county administration users to make original copies and design changes suited to local instructional resources. Loan of these disks is available for duplication. A packet of illustrations comes with the disks to enable preparation of hard copy originals to print locally.

The focus and direction of this project were shaped by a statewide Executive Planning Team representative of the five regions of Florida. Five counties provided writers of the curriculum with critiques conducted by the Executive Planning Team.

Special appreciation is extended to Hillsborough County for sharing its competency-based reading program which was incorporated into the student learning guides and to the Department of Corrections for providing mathematics resources.

During 1987-88, another 310 grant will allow for the development of CBABE Level I (0-4.9), using the Bureau's Curriculum Frameworks and Performance Standards for Adult Basic Education. This project will again involve planners and writers throughout the five regions of Florida and be a companion to the CBABE Level II and CBAE High School programs.

Elizabeth Singer, Project Director
Cocoa Campus Dean for Adult/Community Education
Brevard Community College
Cocoa, Florida

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	Pre-Test	106
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4.64 Identify cooperative efforts which can promote a higher level of health and environmental quality within a community 80
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Student Accomplishment Chart
User Feedback Memorandum

COMPETENCY-BASED ADULT BASIC EDUCATION

STUDENT LEARNING GUIDE

SUBJECT: HEALTH

PERFORMANCE STANDARD #: 4.53

LEVEL II (5 -8)

PERFORMANCE STANDARD(S): 4.53 Know common illnesses and seek proper medical help.

INTRODUCTION:

After doing this learning guide, you will know common illnesses and be able to seek proper medical help.

PRE-TEST

Before you start this guide, ask your teacher for the PRE-TEST on this standard. Take the PRE-TEST and have your teacher grade. If your score is 90% or above, go to the next learning guide.

POST-TEST

FOR SCORES BELOW 90%

After you complete the activities in this module, you will take a POST-TEST which must be passed at an 80% or above level. DO NOT WRITE ON THIS GUIDE.

COURSE: HEALTH LEVELS: 5 - 8

PERFORMANCE STANDARD: 4.53 Know common illnesses and seek proper medical help.

DIRECTIONS: Use your own paper. DO NOT WRITE ON THIS GUIDE.

Complete the learning steps below. Check with your teacher as noted and for help if needed.

LEARNING STEPS	SPECIAL INSTRUCTIONS
Use: Life School - Health	
1. Read handouts 1 - 8 on pages 278-285. Complete the activities on each page.	1. Use Teaching Resource, pages 275-276 for "Body Parts and Breast Check." Check handouts 3-8 with the answer key on page 3 of this learning guide.
2. Complete handout #9, (SELF-CHECK) page 4 of this learning guide.	2. Check handout #9 with the answer key on page 5 of this learning guide.
3. Read handouts 10-20 on pages 287-297. Complete activities on each page.	3. Check handouts 10-16 with the answer key on page 6 of this learning guide.
4. Before taking the last SELF-CHECK, see your teacher.	4. Ask your teacher to look over your work.
5. Take SELF-CHECK (page 7, handout 21) in this student learning guide.	5. See answer key on page 8 and check your answers.
6. Get the POST-TEST from your teacher.	6. Your teacher will say if you are ready to take the POST-TEST.
7. Take POST-TEST. Have your teacher grade.	7. Additional activities may be given if your score is less than 80%

	A N S W E R K E Y < < > > Handouts #: 3 - 8	COURSE: HEALTH LEVELS: 5 - 8 PERFORMANCE STANDARD #: 4.53

DIRECTIONS: Use your own paper. DO NOT WRITE ON THIS GUIDE.

HANDOUT #3:

Answer 1: every year or once a year
Answer 2: see a doctor

HANDOUT #4:

Answer 1: every 3 to 5 years
Answer 2: every year

HANDOUT #5:

Answer: every 1 to 3 years

HANDOUT #6:

Answer: once a month

HANDOUT #7:

Answer 1: yes
Answer 2: no

HANDOUT #8:

Answer 1: yes
Answer 2: no

	S E L F - C H E C K < < > > Handout #: 9	COURSE: HEALTH LEVELS: 5 - 8 PERFORMANCE STANDARD #: 4.53

DIRECTIONS: Use your own paper. DO NOT WRITE ON THIS GUIDE.

Circle "T" for true sentences. Circle "F" for false.

T F 1. Tests are a quick way to find out if something is wrong.

T F 2. If something is wrong, it's good to know about it early.

T F 3. Most adults need a blood pressure check about once a week.

T F 4. There is a skin test for TB.

T F 5. Most adults need a TB test every 3 to 5 years.

T F 6. The Pap test is a test for cancer.

T F 7. Most women need a Pap test only every 5 to 10 years.

T F 8. Women need to do a breast check each month.

T F 9. People who are well don't need any tests.

T F 10. You should tell your doctor about family diseases.

SELF-CHECK A N S W E R K E Y Handout #: 9	COURSE: HEALTH LEVELS: 5 - 8 PERFORMANCE STANDARD #: 4.53

DIRECTIONS: Use your own paper. DO NOT WRITE ON THIS GUIDE.

1. T
2. T
3. F
4. T
5. T
6. T
7. F
8. T
9. F
10. T

ANSWER KEY < < > > Handout #: 10-16	COURSE: HEALTH LEVELS: 5 - 8 PERFORMANCE STANDARD #: 4.53

DIRECTIONS: Use your own paper. DO NOT WRITE ON THIS GUIDE.

Check your answers for Handouts 10, 11, 12, 13, 14, 15, and 16.

HANDOUT # 10:

Answer #1: no
Answer #2: yes

HANDOUT # 11:

Answer #1: no
Answer #2: yes

HANDOUT # 12:

Answer #1: yes
Answer #2: no

HANDOUT # 13:

Answer #1: no
Answer #2: yes

HANDOUT # 14:

Answer #1: yes
Answer #2: no

HANDOUT # 15:

Answer #1: no
Answer #2: yes

HANDOUT # 16:

Answer #1: yes
Answer #2: no

S E L F - C H E C K

< < > >

Handout #: 21

COURSE: HEALTH

LEVELS: 5 - 8

PERFORMANCE STANDARD #: 4.53

DIRECTIONS: Use your own paper. DO NOT WRITE ON THIS GUIDE.

When do you need to see a doctor? MARK THOSE TIMES.

_____ 1. You have had chest pains for 5 to 6 minutes.

_____ 2. You cut your finger on a piece of paper.

_____ 3. You see blood in your urine.

_____ 4. Your nose bleeds for a few minutes.

_____ 5. You have had a temperature of 99 degrees for an hour.

_____ 6. You sweat in hot weather.

_____ 7. You can't touch your chest with your chin.

_____ 8. You have lost 2 pounds.

_____ 9. You have a small lump in your breast.

_____ 10. You are under stress and feel you can't take any more.

SELF-CHECK	COURSE: HEALTH
A N S W E R K E Y	LEVELS: 5 - 8
< < > >	PERFORMANCE STANDARD #: 4.53
Handout #: 21	

DIRECTIONS: Use your own paper. DO NOT WRITE ON THIS GUIDE.

When do you need to see a doctor? MARK THOSE TIMES.

X	1.	You have had chest pains for 5 to 6 minutes.
	2.	You cut your finger on a piece of paper.
X	3.	You see blood in your urine.
	4.	Your nose bleeds for a few minutes.
	5.	You have had a temperature of 99 degrees for an hour.
	6.	You sweat in hot weather.
X	7.	You can't touch your chest with your chin.
	8.	You have lost 2 pounds.
X	9.	You have a small lump in your breast.
X	10.	You are under stress and feel you can't take any more.

* * * STUDENT LEARNING GUIDE * * *

* * * * * * * * * * * * * * * * * * * *
*
* COMPETENCY-BASED *
*
* ADULT BASIC EDUCATION *
*
* (CBABE) *
*
* * * * * * * * * * * * * * * * * * * *

HEALTH

PRE/POST-TESTS

AND

ANSWER KEYS

LEVEL II (5-8)

? ? ? ? ? ? ? ? *	P R E - T E S T	COURSE: HEALTH PAGE: 1 of 2
	PERFORMANCE STANDARD #: 4.53 Know common illnesses and seek proper medical help.	

DIRECTIONS: Use your own paper. DO NOT WRITE ON THIS GUIDE.

Choose the best answer for each question and write that answer on your paper.

1. Checking up on your health can be done very easily by ...

   a. reading a medical book on health.
   b. asking a relative who is a nurse.
   c. taking simple tests given by your doctor.
   d. waiting to see whether the problem will go away.

2. You should have your blood pressure checked ...

   a. every month.
   b. every five years.
   c. every two years.
   d. every year.

3. TB is a disease of the ...

   a. kidneys.
   b. lungs.
   c. eyes.
   d. skin.

4. You should be tested for TB every ...

   a. 1 to 2 years.
   b. 6 months.
   c. 10 years.
   d. 3 to 5 years.

5. If you have been near someone with TB, you should be tested ...

   a. 6 months.
   b. 5 years.
   c. year.
   d. month.

6. A Pap test is for women only and is used to check for ...

   a. heart disease.
   b. cancer.
   c. diabetes.
   d. glaucoma.

7. The breast check is for women only and should be used every ...

   a. month.
   b. year.
   c. five years.
   d. week.

8. The breast check is used to determine ...

   a. diabetes.
   b. heart disease.
   c. hardening of the arteries.
   d. cancer.

9. Glaucoma is a disease of the ...

   a. heart.
   b. liver.
   c. eyes.
   d. ears.

10. Your normal body temperature should be ...

   a. 89.6 degrees.
   b. 102.4 degrees.
   c. 104.6 degrees.
   d. 98.6 degrees.

? ? ? ? ? ? ? ? *	P O S T - T E S T	COURSE: HEALTH PAGE: 1 of 2
	PERFORMANCE STANDARD #: 4.53 Know common illnesses and seek proper medical help.	

DIRECTIONS: Use your own paper. DO NOT WRITE ON THIS GUIDE.

Choose the best answer for each question and write that answer on your paper.

A. Put an "X" by the numbers of the sentences where you need to see a doctor.

_____ 1. Your body gives off unusual discharges.

_____ 2. Your body weight went down by 2 pounds this week.

_____ 3. You cannot sleep at night.

_____ 4. You get cold and sweat at the same time.

_____ 5. You have a sore that does not heal properly.

_____ 6. You have a cough that has lasted for 3 weeks and won't stop.

_____ 7. You slam the door on your foot.

_____ 8. Your throat hurts when you swallow.

_____ 9. You have had a temperature of 101.4 degrees for an hour.

_____10. You cough up blood.

_____11. You see blood in your stools.

_____12. You cut your finger.

_____13. You bump into a chair.

_____14. You have had chest pains for over ten minutes.

_____15. It hurts to urinate.

B. For items 16-29, match the item on the right with the organ on the left.

_____	16.	eye	A. high blood pressure
_____	17.	lung	B. cancer
_____	18.	heart	C. glaucoma
_____	19.	breast	D. sores
_____	20.	vagina, or penis	E. TB

	ANSWER KEY PRE-TEST & POST-TEST	COURSE: HEALTH LEVELS: 5 - 8 PERFORMANCE STANDARD #: 4.53

DIRECTIONS: Use your own paper. DO NOT WRITE ON THIS GUIDE.

PRE-TEST:

1. C
2. D
3. B
4. D
5. C
6. B
7. A
8. D
9. C
10. D

POST-TEST:

1. XXX
3. XXX
4. XXX
5. XXX
6. XXX
8. XXX
10. XXX
11. XXX
14. XXX
15. XXX
16. C
17. E
18. A
19. B
20. D

APPENDIX A

RESOURCE BIBLIOGRAPHY

Competency-Based

Adult Basic Education

(CBABE)

HEALTH

Level II (5-8)

RESOURCE BIBLIOGRAPHY

FEARON EDUCATION
David S. Lake Publishers
19 Davis Drive
Belmont, California 94002

Phone: (415) 592-7810

The Lifeschool Program by Dorothy Westby-Gibson, and John W. Tibbetts, 1981

Consumer Economics	Stock # 4350-7C02	$ 87.00
Health	4351-7C02	$ 87.00
Community Resources/Gov't. & Law	4352-7C02	$ 87.00
Occupational Knowledge/Interpersonal Relationships	4353-7C02	$ 87.00
Complete Program (4 binders, 2728pgs)	4354-7C02	$321.00

U. S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Public Health Service
Alcohol, Drug Abuse, and Mental Health Admin.
5600 Fishers Lane
Rockville, MD 20857

Plain Talk Series, "Handling Stress" by Louis E. Kopolow, M.D.
(Revised in 1983; Reprinted in 1985)

(This article may be reproduced freely in any quantity you wish.)

(Extra Health materials for schools interested in further development in Health.)

EDUCATIONAL DESIGN, INC.
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"This is Your Body"	#(537-5)	$3.00
"This is Your Body - Workbook"	#(546-4)	$2.25
"Food and Fitness"	#(547-2)	$3.95
"Food and Fitness - Workbook"	#(548-0)	$2.80
"Drugs"	#(525-1)	$2.45
"Tobacco: Facts for Decisions"	#(512-X)	$2.45
"Alcohol: Facts for Decisions"	#(527-8)	$2.45
"Can You Give First Aid?"	#(361-5)	$1.50
"Getting Health Care"	#(541-3)	$2.65

Competency-Based Adult Basic Education

STUDENT LEARNING GUIDE

User Feedback Memorandum

To: Ms. Elizabeth Singer
Adult & Community Education Dept.
Brevard Community College
1519 Clearlake Road
Cocoa, Florida 32922

From: (Name)_____
(Dept)_____
(Schl)_____
(Addr)_____
_____
(Ph#) _____

Subject: CBABE Student Learning Guide: Feedback, comments, proof errors, revision recommendations, updates, etc.

Date: _____

* *

Content Area of Guide: _____

Performance Standard # _____Page #_____

Comments: (continue on back, if needed)

(Attach copy of revised page(s), if desired.)

COMPETENCY-BASED ADULT BASIC EDUCATION

STUDENT LEARNING GUIDE

MATHEMATICS

LEVEL II

Development Funded By:

State of Florida
Department of Education
Division of Vocational, Adult & Community Education
Bureau of Adult & Community Education
Tallahassee, Florida

1986 - 1987

COMPETENCY-BASED ADULT BASIC EDUCATION

STUDENT LEARNING GUIDE

SUBJECT:	MATHEMATICS
PERFORMANCE STANDARDS :	3.32, 3.33, 3.34 3.35, 3.36, 3.37
LEVEL II (5 -8)	

PERFORMANCE STANDARD(S): Using horizontal/vertical notation, the student will subtract, with/without regrouping...
3.32...a 1-digit number from a 2-digit number;
3.33...two 2-digit numbers;
3.34...two 3-digit numbers, with 1 regrouping;
3.35...two 4-digit numbers without regrouping;
3.36...two 4-digit numbers, with 1 regrouping;
3.37...two 5-digit numbers.

INTRODUCTION:

When you complete this learning guide, you will be able to subtract whole numbers up to two 5-digit numbers, with more than one regrouping.

PRE-TEST

Before you start this guide, ask your teacher for the PRE-TEST on this standard. Take the PRE-TEST and have your teacher grade. If your score is **90%** or above, go to the next learning guide.

POST-TEST — FOR SCORES BELOW 90%

After you complete the activities in this module, you will take a POST-TEST which must be passed at an **80%** or above level. DO NOT WRITE ON THIS GUIDE.

COURSE: MATHEMATICS LEVELS: 5 - 6

PERFORMANCE STANDARDS: Using horizontal/vertical notation, the student will subtract, with/without regrouping...
3.32...a 1-digit number from a 2-digit number;
3.33...two 2-digit numbers;
3.34...two 3-digit numbers, with 1 regrouping;
3.35...two 4-digit numbers without regrouping;
3.36...two 4-digit numbers, with 1 regrouping;
3.37...two 5-digit numbers.

DIRECTIONS: Use your own paper. DO NOT WRITE ON THIS GUIDE.

Complete the learning steps below. Check with your teacher as noted and for help if needed.

LEARNING STEPS	SPECIAL INSTRUCTIONS
Use: Math Skills by Objective-Book 1	
1. Read and study pages 44, 45, 46, 47, and the top of page 48 in the text above.	1. No special instructions
2. Work the problems on pages 48 and 49. in the text above.	2. Check your answers with the key on page 93 in this learning guide.
3. Before taking the last SELF-CHECK, see your teacher.	3. Ask your teacher to look over your work.
4. Take SELF-CHECK, Pg.94 in this learning guide.	4. Check your answers with the key on page 95. in this learning guide.
5. Get the POST-TEST from your teacher.	5. Your teacher will say if you are ready for the POST-TEST.
6. Take POST-TEST. Have your teacher grade.	6. Additional activities may be given if your score is less than 80%.

ANSWER KEY	COURSE: MATHEMATICS
< < > >	LEVELS: 5 - 8
Practice Exercises	PERFORMANCE STANDARDS : 3.32-3.37

DIRECTIONS: Use your own paper. DO NOT WRITE ON THIS GUIDE.

Pages 48 and 49

1. 23
2. 72
3. 13
4. 54
5. 67
6. 82
7. 415
8. 831
9. 571
10. 515
11. 153
12. 1,187
13. 2,705
14. 389
15. 5,949
16. 2,705
17. 12,092
18. 6,262
19. 187,889
20. 606,832

S E L F - C H E C K

< < > >

Handout #: 14

COURSE: MATHEMATICS

LEVELS: 5 - 8

PERFORMANCE STANDARDS : 3.32-3.37

DIRECTIONS: Use your own paper. DO NOT WRITE ON THIS GUIDE.

1. 47 - 6 =

2. 62
<u>- 4</u>

3. 58 - 34 =

4. 37
<u>-19</u>

5. 727
<u>-164</u>

6. 919 - 127 =

7. 9,329 - 4,165 =

8. 4,739
<u>-2,419</u>

9. 96,296
<u>-43,924</u>

10. 43,210
<u>-41,692</u>

ANSWER KEY

Handout #: 14

COURSE: MATHEMATICS

LEVELS: 5 - 8

PERFORMANCE STANDARDS : 3.32-3.37

DIRECTIONS: Use your own paper. DO NOT WRITE ON THIS GUIDE.

1. 41
2. 58
3. 24
4. 18
5. 573
6. 792
7. 5,164
8. 2,320
9. 52,372
10. 1,518

* * * STUDENT LEARNING GUIDE * * *

COMPETENCY-BASED

ADULT BASIC EDUCATION

(CBABE)

MATHEMATICS

PRE/POST-TESTS

AND

ANSWER KEYS

LEVEL II (5-8)

? ? ? ? ? ? ? ? *	P R E - T E S T	COURSE: MATHEMATICS LEVELS: 5 - 8 PAGE: 1 of 1

PERFORMANCE STANDARDS#: In horizontal/vertical notation...

- 3.32 Subtract a 1-digit number from a 2-digit number, with/without regrouping
- 3.33 Subtract two 2-digit numbers, with and without regrouping.
- 3.34 Subtract two 3-digit numbers, with only one regrouping.
- 3.36 Subtract two 4-digit numbers, with only one regrouping.
- 3.37 Subtract two 5-digit numbers.

DIRECTIONS: Use your own paper. DO NOT WRITE ON THIS GUIDE. Work each problem below carefully.

1. $\begin{array}{r} 43 \\ -\ 8 \\ \hline \end{array}$

2. 79 - 4 =

3. 98 - 69 =

4. $\begin{array}{r} 72 \\ -62 \\ \hline \end{array}$

5. 698 - 189 =

6. $\begin{array}{r} 785 \\ -692 \\ \hline \end{array}$

7. $\begin{array}{r} 7,383 \\ -5,279 \\ \hline \end{array}$

8. 8,051 - 4,940 =

9. $\begin{array}{r} 85,547 \\ -32,316 \\ \hline \end{array}$

10. $\begin{array}{r} 30,103 \\ -24,675 \\ \hline \end{array}$

? ? ? ? ? ? ? ?	POST - TEST	COURSE: MATHEMATICS LEVELS: 5 - 8 PAGE: 1 of 1

PERFORMANCE STANDARDS#: In horizontal/vertical notation...

- 3.32 Subtract a 1-digit number from a 2-digit number, with/without regrouping
- 3.33 Subtract two 2-digit numbers, with and without regrouping.
- 3.34 Subtract two 3-digit numbers, with only one regrouping.
- 3.36 Subtract two 4-digit numbers, with only one regrouping.
- 3.37 Subtract two 5-digit numbers.

DIRECTIONS: Use your own paper. DO NOT WRITE ON THIS GUIDE. Work each problem below carefully.

1. 12 - 6 =

2. $\begin{array}{r} 18 \\ -\ 5 \\ \hline \end{array}$

3. 46 - 25 =

4. $\begin{array}{r} 62 \\ -39 \\ \hline \end{array}$

5. 973 - 169 =

6. $\begin{array}{r} 271 \\ -155 \\ \hline \end{array}$

7. 6,286 - 4,923 =

8. $\begin{array}{r} 9,872 \\ -4,329 \\ \hline \end{array}$

9. $\begin{array}{r} 11,321 \\ -\ 9,762 \\ \hline \end{array}$

10. $\begin{array}{r} 39,248 \\ -27,156 \\ \hline \end{array}$

A N S W E R K E Y

Pre/Post-Tests

COURSE: MATHEMATICS
LEVELS: 5-8
PAGE: 1 of 1

PERFORMANCE STANDARDS#: 3.32, 3.33, 3.34, 3.36, 3.37

DIRECTIONS: Use your own paper. DO NOT WRITE ON THIS GUIDE.

PRETEST		POSTTEST	
1.	35	1.	6
2.	75	2.	13
3.	29	3.	21
4.	10	4.	23
5.	509	5.	804
6.	93	6.	116
7.	2,104	7.	1,363
8.	3,111	8.	5,543
9.	53,231	9.	1,539
10.	15,428	10.	12,092

Vocational/Industrial Programs

Courses in Vocational Industrial programs are now available in the Adult Education Program. Earn high school credit toward a high school diploma and certificate of training at the same time. Some of the courses available are:

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EARN AN ADULT HIGH SCHOOL DIPLOMA

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FALL TERM, 1987
AUGUST 24 - DECEMBER 18

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John Wigley, Dean
632-5302

Elizabeth Singer, Dean
632-1111, Ext. 3180

CENTRAL AREA ADULT/COMMUNITY EDUCATION CENTER FALL TERM, 1987

LOCATION: Vocational Center, VC-199, Cocoa Campus
Brevard Community College

INFORMATION: Call: Rebecca Holland-Camp, Program Coordinator, 632-1111, Ext. 2310 Monday- Friday 8:00 a.m.-12 Noon.

REGISTRATION: Vocational Building, Room VC-199 8:30 a.m. 12 Noon, Monday-Friday.

A counselor available for consultation and credit evaluation.

ELIGIBILITY: 16 years of age or older and no longer enrolled in district public school.

FEES: No fees for diploma seeking students. Materials are provided.

INSTRUCTION: COMPETENCY-BASED ADULT EDUCATION (CBAE) Open Entry/Open Exit. Enrollment at any time during the term.

ADULT BASIC EDUCATION / Pre-GED Instruction.

What is CBAE? A performance-based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society.

CBAE PROVIDES:

- Individualized instruction.
- Student learning guides for each competency (performance standard) to be mastered within a course.
- No REPEAT of competencies already demonstrated through pre-testing.
- Post-testing for each competency to determine mastery.
- Flexible time for completing competencies within a course.
- Classes which are open entry/open exit.

- Application of new skills to life roles
- Mastery of competency within a course at a 70% level or above.
- Exit of a course by a final examination which validates mastery of all competencies.

With diligence and hard work, you can earn a HIGH SCHOOL DIPLOMA within a short period of time.
Diagnostic testing/placement will help us work together to plan a program suited to your skills and needs.

SKILLS BELOW 9th GRADE? Try Adult Basic Education. Learn to read, write, and do math better. This remediation program will help to prepare to enter CBAE high school credit courses or G.E.D. preparation.

THE FOLLOWING COURSES ARE AVAILABLE MONDAY THROUGH FRIDAY, 8:30 A.M. - 12:00 P.M.

ENGLISH I
ENGLISH II
ENGLISH III
ENGLISH IV
READING I
READING II
WRITING
CREATIVE WRITING
GENERAL MATH I
GENERAL MATH II
GENERAL MATH III
BUSINESS MATH I
PRE-ALGEBRA
ALGEBRA
CONSUMER MATH
AMERICAN GOVERNMENT
AMERICAN HISTORY
ECONOMICS
WORLD HISTORY
PSYCHOLOGY
BIOLOGY
ENVIRONMENTAL-SCIENCE
GENERAL SCIENCE
HEALTH
CERAMICS
ART

Dr. A. Perkins Marquess, Provost
Open Campus

Center Dean:
John Wigley, 632-3302 (after 2:00 p.m.) Monday - Thursday
8 A.M. - 4:00 P.M. Friday

Elizabeth Singer, 632-1111, Ext. 3180 (8 a.m. to 5 p.m.)
Monday - Friday

Brevard Community College is an equal Opportunity/equal access institution.

ADULT EDUCATION

PROGRAM COURSE STANDARDS

ADULT BASIC EDUCATION

JULY, 1987

FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL, ADULT, AND COMMUNITY EDUCATION
BUREAU OF ADULT AND COMMUNITY EDUCATION
ADULT EDUCATION/LIFELONG LEARNING SECTION
TALLAHASSEE, FLORIDA 32399
(904) 488-8201

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FOREWORD

This document contains curriculum frameworks and student performance standards for the course Adult Basic Education. This course provides instruction for adults functioning on less than an 8th grade level, as measured by tests approved by State Board of Education Rule 6A-6.014.

Adult Education standards are established pursuant to Section 229.565 and to Section 232.2454, Florida Statutes, for school districts and community colleges.

Each program course standard is composed of two parts: a curriculum framework and student performance standards. The curriculum framework includes four major sections: major concepts/content, laboratory activities, special notes, and intended outcomes. Student performance standards are listed for each intended outcome.

The standards do not prescribe how instruction should be delivered since decisions relative to the delivery of instruction must be made by school districts and community colleges within the context of local conditions. The Division of Vocational, Adult and Community Education, Florida Department of Education, supports the belief that competency-based education is the most effective means of providing programs and courses that conform to these established standards.

INTRODUCTION: ADULT BASIC EDUCATION

According to The Adult Education Act of 1984, Title 1-- Adult Education Act, Amendments, Section 301-303, the following definitions apply to the identification of the adult basic student:

Sec. 302 (1) (Purpose) Enable all adults to acquire basic skills necessary to function in society, (2) enable adults who desire to continue their education to at least the level of completion of secondary school, and (3) make available to adults the means to secure training that will enable them to become more employable, productive, and responsible citizens. Sec. 303 (a) states that the term "adult" means an individual who has attained 16 years of age or who is beyond the age of compulsory school attendance under State Law, except that for the purpose of section 305(a), the term "adult" means an individual 16 years of age or older.

State School Board Rule: Chapter 6A-6.011 Definition of Adult Student. An adult student is one who is beyond the compulsory school age and one who has legally left the elementary or secondary school. Chapter 6A-6.013 Curriculum of Adult General Education defines Adult Basic Skills education programs (1)(a) as "A group of courses at or below the eighth grade level including reading, mathematics, social studies, science, health, the language arts, consumer education, English for new Americans or as a second language and remediation courses for certificate of completion recipients to prepare them to meet the standards required to receive a high school diploma."

Adult Basic Education encompasses instruction for foreign-born as well as exceptional adults. The teaching approach is based on assessed individual achievement levels and abilities, with recognition given to previous mastery within a subject area. Basic skills may be developed through instruction in natural and social sciences, health, consumer education, language arts, and English for persons who speak another language. Through an open entry-open exit, competency-based mode, adults move through three levels, using reading, writing and mathematics as measures of progression. Levels are designated as Level I (0.3.9), Level II (6.0-6.9), and Level III (7.0-8.9). Adult learners may be performing at different levels, or working on different subjects, and progressing at different rates, depending upon aptitudes, ability, achievement, and learning goals. For example, learner goals may be defined as: (1) learning to read or write, or mastering mathematics as dictated by personal needs, (2) taking the GED or entering the high school diploma program, or (3) meeting any other learner needs related to everyday life coping skills which help individuals become more self-directed and more employable, productive members of society.

CURRICULUM FRAMEWORK PROGRAM AREA: Adult Education

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1987

COURSE TITLE: Adult Basic Education

CODE NUMBER: Secondary 9900000 Postsecondary _____

Florida CIP _____

SECONDARY SCHOOL CREDITS N/A COLLEGE CREDITS ____ POSTSECONDARY ADULT VOCATIONAL CREDITS ___

APPLICABLE LEVEL(S): ___7-9 ___9-12 ___Postsecondary Adult Vocational

_____ Postsecondary Vocational __X__ Other __1-8__

CERTIFICATION COVERAGE: Any Field

I. MAJOR CONCEPTS/CONTENT: The purpose of this course is to offer basic literacy and life skills for adults who are performing at or below the 8th grade level. The content should include, but not be limited to, reading, writing and mathematics concepts across the content areas which are applicable to everyday coping skills necessary for adults.

II. LABORATORY ACTIVITIES: Not Applicable.

III. SPECIAL NOTE: Not Applicable.

IV. INTENDED OUTCOMES: After successfully completing this course, the student will be able to:

01. Demonstrate the ability to apply the skills or reading, speaking, listening and observing to meet the needs of everyday living.

02. Demonstrate the ability to express in writing one's ideas and needs and to provide information in order to function successfully in society.

03. Demonstrate the ability to compute and to use mathematical concepts to solve problems encountered in daily living.

04. Demonstrate an understanding of and apply basic life science concepts and facts.

05. Demonstrate an understanding of and apply basic physical science concepts and facts.

06. Demonstrate an understanding of and apply basic earth/space science concepts and facts.

07. Know and apply the basic concepts of health education.

08. Know and apply the basic concepts of history and the various social sciences.

09. Know and apply the basic concepts of consumer education.

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After successfully completing this course, the student will be able to

01. Demonstrate the ability to apply the skills of reading, speaking, listening and observing to meet the needs of everyday living.

The student will demonstrate readiness skills.

01.01 use left to right eye movement.
01.02 recognize likeness and differences.
01.03 orally identify pictured objects.
01.04 identify the letters of the alphabet.
01.05 listen and join in classroom discussions.
01.06 listen and follow simple directions.

The student will demonstrate knowledge of a basic vocabulary as determined by a specified word list.

01.07 identify frequently used words on sight.
01.08 identify the meanings of frequently used words presented in context.

The student will recognize sounds and their association with letters.

01.09 identify initial sounds.
01.10 identify signal vowels, vowel combinations, and vowel-consonant variants.
01.11 identify single consonant sounds.
01.12 identify identify consonant blends and digraphs.
01.13 use correct pronunciation in oral reading.
01.14 demonstrate knowledge of syllabication and dictionary pronuciation.

The student will determine word meaning from a knowledge of word parts as used in a given context.

01.15 identify the meanings of words with prefixes.
01.16 identify the meanings of words with suffixes.
01.17 identify the meanings of contractions.
01.18 identify and select inflected words in a given context.
01.19 identify the meaning of plural nouns.
01.20 identify the meaning of verbs denoting the past, present, or future.
01.21 identify the meanings of compound words.
01.22 identify the meanings of abbreviations.
01.23 determine the meaning of a sentence which contains negative words.
01.24 identify the meaning of comparative and superlative forms of adjectives and comparative forms of adverbs.

The student will demonstrate literal comprehension skills by responding to oral or written questions about reading selections.

01.25 Determine the main idea of a paragraph.
01.26 answer "who" questions about sentences or paragraphs.
01.27 answer "what" questions about sentences or paragraphs.
01.28 answer "where" questions about sentences or paragraphs.
01.29 answer "when" questions about sentences or paragraphs.
01.30 answer "which" questions about sentences or paragraphs.
01.31 answer "how" questions about sentences or paragraphs.
01.32 identify the order of events in a paragraph.
01.33 identify the cause or effect implied in a paragraph.
01.34 follow written directions.

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The student will demonstrate inferential comprehension skills.

01.35 identify the meanings of words in context using example clues.
01.36 identify the meanings of words in context using direct explanation clues.
01.37 identify the meanings of words in context using synonym clues.
01.38 identify the meanings of words in context using comparison and contrast clues.
01.39 identify the pronoun referent in a sentence or paragraph.
01.40 identify the main idea implied in a paragraph.
01.41 identify the cause or effect implied in a paragraph.
01.42 identify an appropriate conclusion or generalization for a paragraph.

The student will demonstrate evaluative comprehension skills.

01.43 distinguish between real and unreal actions or events in a paragraph.
01.44 distinguish between fact and opinions in a paragraph.

The student will demonstrate appropriate skills for obtaining information.

01.45 place words in alphabetical order.
01.46 obtain appropriate information from pictures, maps or signs.
01.47 obtain appropriate information from diagrams, tables, graphs or schedules.
01.48 obtain appropriate information from indexes, tables of contents, and dictionary entries.
01.49 obtain appropriate information from commonly used forms.
01.50 identify the appropriate source to obtain information, using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers.

After successfully completing this course, the student will be able to

02. Demonstrate the ability to express in writing one's ideas and needs and to provide information in order to function successfully in society.

The student will write legibily.

02.01 write legible capital and lower case letters.
02.02 use legible cursive handwriting.
02.03 group letters to form words.
02.04 space words to form sentences.
02.05 space sentences to form a legible paragraph.

The student will compose grammatically correct sentences.

02.06 write the singular and plural forms of nouns correctly.
02.07 write declarative sentences having compound subjects and/or verbs.
02.08 make subjects and verbs agree.

02.09 use the appropriate forms of common regular and irregular verbs in writing.
02.10 write declarative and interrogative sentences using appropriate word order.
02.11 write compound declarative sentences using appropriate word order.

The student will organize objects and information into logical groupings and orders.

02.12 classify pictures and shapes under appropriate headings.
02.13 arrange pictures in an appropriate sequential pattern.
02.14 classify words naming objects with similar characteristics under appropriate headings.
02.15 arrange events in sequential order.
02.16 group words that name objects which are similar.
02.17 generate headings for groups or words or phrases.
02.18 write a set of simple directions.
02.19 organize information related to a single topic.

The student will write a paragraph expressing ideas clearly.

02.20 write a paragraph giving information in support of one topic.
02.21 write a paragraph using chronological order.

The student will write letters and messages.

02.22 dictate or write a friendly letter.
02.23 use the proper form when writing a simple business letter.
02.24 use the proper form when addressing a business envelope.

The student will spell, punctuate, and capitalize correctly.

02.25 proofread for spelling
02.26 spell months of the year, days of the week, and numbers from one to one hundred twenty-one.
02.27 use a dictionary to spell words having phonetically regular beginnings.
02.28 spell words needed in writing through grade eight.
02.29 spell commonly used "consumer" words.
02.30 spell commonly used "survival" words.
02.31 apply generalizations for adding common suffixes.
02.32 use a period of question mark to punctuate simple declarative or interrogative sentences, repectively.
02.33 use a period to complete abbreviations of common titles used as proper nouns (Mr., Mrs., Dr.).
02.34 use a comma between cities and states and between the day of the month and the year.
02.35 use a comma after the greeting and after the closing of a friendly letter.
02.36 use an apostrophe to form contractions.
02.37 use a comma to separate words in a series.
02.38 use a comma to set off proper names in direct address.
02.39 use an apostrophe to show the possessive of nouns.
02.40 capitalize the first letter of the first word of a sentence, the pronoun "I", and the first letters in the names of persons.

02.41 capitalize a simple greeting and the first word of the closing of a letter.
02.42 capitalize common titles (Mr., Mrs., Dr., Miss), and proper nouns which name persons, days of week, months of the year, and the names of streets, cities, states, and countries.
02.43 capitalize commonly used abbreviations for proper nouns.
02.44 capitalize proper nouns and proper adjectives which name languages, institutions, companies, historical periods, a deity, important personal title, and holidays.

After successfully completing this course, the student will be able to

03. Demonstrate the ability to compute and to use mathematical concepts to solve problems encountered in daily living.

The student will read and write numerals.

03.01 identify numeral zero to hundred.
03.02 count the number of objects in a set of less than 100 objects.
03.03 read and write the numerals for any given whole number less than 100.
03.04 read and write names for whole numbers less than 100.
03.05 count the number of objects in a set of less than 1000 objects.
03.06 read and write the numerals for any given whole number less than 10,000.
03.07 read and write names for numeral for any given whole number less than 10,000.
03.08 read and write, in numeral, money values through five dollars.
03.09 read and write the numeral representing any whole number less than ten million.
03.10 read and write the fractions having denominators of 2, 3, 4, 5, 6, 8, 10, 20, 25, 50, or 100.
03.11 read and write money values through $1,000.
03.12 read and write names for 3-digit whole numbers.

The student will round numbers.

03.14 round a whole number less than 100 to the nearest 10.
03.15 round a whole number less than 10,000 to any designated place.
03.16 round a number less than 10 with no more than two decimals places to the nearest whole number.
03.17 estimate by first rounding to the nearest ten, hundred or thousand.

The student will put numbers in order.

03.18 identify the smaller or larger of any two given whole numbers less than 20.
03.19 write the numeral that comes just before, just after, or between given whole numbers less than 100.
03.20 using a reference point, identify the ordinal position of any object in a set of no more than 10 objects.
03.21 put in order three whole numbers less than 1,000.

03.22 using a reference point, identify the ordinal position of any object in a set of less than 100 objects.
03.23 put in order three whole numbers less than 10,000.

The student will add whole numbers.

03.24 add two 1-digit numbers (basic facts) given in vertical and horizontal notation.
03.25 add three 1-digit numbers sum through 18, given in vertical and horizontal notation.
03.26 add a 2-digit number to a 2-digit number, without regrouping, given in vertical and horizontal notation.
03.27 add a 1-digit number to a 2-digit number, without regrouping.
03.28 add three of four 3-digit numbers, given in vertical and horizontal notation, without regrouping.
03.29 add a 1, 2, or 3-digit number to a 3-digit number.
03.30 add four 3-digit numbers, given in vertical and horizontal notation, with regrouping.
03.31 add three 4-digit numbers.

The student will subtract whole numbers.

03.32 subtract basic facts, sums through 18, given in vertical and horizontal notation.
03.33 subtract a 1-digit number from a 2-digit number, with and without regrouping, given in vertical and horizontal notation.
03.34 subtract two 2-digit numbers, with and without regrouping, given in vertical and horizontal notation.
03.35 subtract two 3-digit numbers, given in vertical and horizontal notation, with only one regrouping.
03.36 subtract two 4-digit numbers, given in vertical and horizontal notation, without regrouping.
03.37 subtract two 4-digit numbers, given in vertical and horizontal notation, with only one regrouping.
03.38 subtract two 5-digit numbers.

The student will multiply whole numbers.

03.39 determine the total number of objects when given sets of equal amounts, total not exceeding 12.
03.40 write basic multiplication facts, given in vertical and horizontal notation, products through 81.
03.41 multiply a 1-digit and a 2 or 3-digit number, given in vertical and horizontal notation.
03.42 multiply a 2-digit number and a 3-digit number.

The student will divide whole numbers.

03.43 group twelve of fewer objects into sets of equal amounts (no remainders).
03.44 write basic division facts, products through 81, using both symbols.

03.45 divide a 2 or 3-digit number by a 1-digit number with remainder zero, without regrouping, using

03.46 divide a 5-digit number by a 1-digit number, with and without regrouping.

03.47 divide a 3-digit number by a 2-digit number including multiples of 10.

The student will demonstrate an understanding of fractions, decimals, and percents.

03.48 identify one-half, one-third, or one-fourth of a given region.

03.49 identify equivalent fractional parts of regions that have been separated into halves, fourths, fifths, eighths, or tenths.

03.50 identify one-half, one-third, or one-fourth of a set having no more than 12 objects, with no remainder.

03.51 add proper fractions (with like denominators without simplification).

03.52 add two proper fraction having unlike denominators of 2, 3, 4, 5, 6, 8 or 10.

03.53 subtract proper fractions (with like denominators without simplification.

03.54 subtract two proper fractions having unlike denominators of 2, 3, 4, 5, 6, 8, or 10.

03.55 multiply two proper fractions.

03.56 multiply a proper fraction with denominator of 2, 3, 4, 5, 6, 8 or 10 by a whole number such that the product is a whole number.

03.57 add three numbers, each having no more than two decimal places.

03.58 subtract two numbers, each having no more than two decimal places.

03.59 multiply a whole number and a number having no more than two decimal places.

03.60 multiply two decimal fractions, both named in tenths or in hundredths.

03.61 divide a decimal name in tenths or hundredths by a 2-digit whole number, such that quotient is a number named in hundredths with remainder zero.

03.62 identifying a decimal or percent that is equivalent to a proper fraction having a denominator of 10 or 100.

The student will measure time, temperature, distance, capacity, and mass/weight.

03.63 state the days of the week in consecutive order.

03.64 state the months of the year in consecutive order.

03.65 state the date by month, day and year, using a calendar.

03.66 select a clock which matches a given hour or half-hour time.

03.67 tell time on the hour, half-hour, quarter-hour, and in minutes.

03.68 determine the temperature using Fahrenheit or Celsius thermometers.

03.69 using a given unit measurement (inch, centimeter, non-standard), determine the length of an object in whole units.

03.70 determine the length, width, or height by measuring objects in centimeters, meters, inches, feet, or yards.
03.71 determine capacity by measuring quantities in teaspoons, tablespoons, cups, pints, quarts, gallons, metric cups, and liters.
03.72 determine mass/weight by measuring to the nearest gram, kilogram, ounce, and pound.

The student will solve money problems.

03.73 identify coins and currency of different value.
03.74 identify sets of coins equivalent in value to a set of coins, valued 25¢ or less.
03.75 determine equivalent amounts of up to five dollars using coins and paper currency.
03.76 determine change from one dollar.
03.77 read and write numerals for money (values through five dollars).
03.78 determine equivalent amounts of up to twenty dollars using coins and paper currency.
03.79 use addition, without regrouping, to solve real world problems involving two purchases totaling no more than 50¢.
03.80 solve real-world problems involving purchases with change from a twenty-dollar bill.
03.81 solve real-world problems involving comparison shopping for purchases less than ten dollars.

The student will interpret graphs, tables, and maps.

03.82 read and determine relationships described by pictographs or bar graphs expressed in whole units.
03.83 read and determine relationships described by bar graphs or pictographs.
03.84 using a table of metric measures, convert within the metric system using the following units; mm, cm, m, km, mL, L, mg, g, and kg.
03.85 locate a point on a highway map.
03.86 measure distance on a map, using a scale.

The student will solve real-world problems involving whole numbers.

03.87 solve real-world problems involving addition of two 1-digit or two 2-digit numbers, without regrouping.
03.88 solve real-world problems involved subtraction of two 1-digit or two 2-digit numbers, without regrouping.
03.89 solve real-world problems involving addition of three 3-digit numbers, with no more than one regrouping.
03.90 solve real-world problems involving subtraction of two 3-digit numbers, with no more than one regrouping.
03.91 solve one step real-world problems involving multiplication of a 1-digit number and a 2 or 3-digit number.
03.92 solve real-world problems involving addition or subtraction of 4-digit numbers.
03.93 solve real-world problems involving multiplication of a 2-digit number and a 3-digit number.
03.94 translate a one-step real-world problem into the appropriate number sentence.

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The student will solve real-world problems involving fractions, decimals, and percents.

03.95 solve real-world problems involving multiplication of a proper fraction and a proper fraction or whole number.
03.96 solve real-world problems involving addition and subtraction of decimals.
03.97 The student will identify geometric figures and shapes, identify a circle, square, triangle, cube, cylinder, cone, sphere and an angle.

The student will solve measurement problems.

03.98 determine the elapsed time between two events stated in days, months, or years with regrouping.
03.99 determine the perimeter of triangles, squares, and rectangles with whole number dimensions.
03.100 solve linear measurement problems with centimeters, meters, inches, feet, or yards, using addition or subtraction, with no conversion.
03.101 solve capacity problems with liters, cups, pints, or quarts, using addition or subtraction, with no conversion.
03.102 solve mass/weight problems with grams, kilograms, ounces, or pounds, using addition or subtraction, with no conversion.

After successfully completing this course, the student will be able to

04. Demonstrate an understanding of and apply basic life science concepts and facts.

04.01 list requirements necessary for life.
04.02 contrast characteristics of living and non-living things.
04.03 identify the chemical elements commonly found in living organisms (carbon, hydrogen, oxygen and nitrogen).
04.04 classify selected groups of living things as plants or animals.
04.05 recognize the major physical differences between plants and animals.
04.06 identify environmental conditions necessary for plant growth.
04.07 identify the stages of growth of a plant as seed, seedling and mature plant.
04.08 identify the function of each plant part (root, stem and leaf).
04.09 identify the uses of plants other than for food.
04.10 select examples of how living things grow and change.
04.11 identify changes in the environment that can affect plant growth.
04.12 classify common foods obtained from plants as roots, stems, leaves or fruits.
04.13 identify common animals with their natural environment.
04.14 state that animals require oxygen and they give off carbon dioxide.
04.15 explain the positive and negative effects of an animal's environment on its survival.
04.16 describe the useful and harmful effects of insects.

04.17 identify the major organs of each body system in the human body.
04.18 identify examples of air, land and water pollution.
04.19 describe ways to prevent air, water and land pollution.

After successfully completing this course, the student will be able to

05. Demonstrate an understanding of and apply basic physical science concepts and facts.

05.01 identify properties of air and water.
05.02 identify and classify matter as solid, liquid or gas.
05.03 recognize that an electric current can make heat and light.
05.04 distinguish between conductors and nonconductors of electricity.
05.05 identify how temperature change affects the states of matter.
05.06 identify simple machines used to make work easier (lever, inclined plane, pulley and wedge).
05.07 describe methods of reducing noise.
05.08 use a thermometer to determine the temperature of a liquid.
05.09 identify the freezing the and boiling points of water on the Celsius and Fahrenheit temperature scales.
05.10 describe how heat influences our everyday lives (i.e., food, cooking and refrigeration, heat, air conditioning and weather).
05.11 illustrate the reduction of heat loss by insulating materials.

After successfully completing this course, the student will be able to

06. Demonstrate an understanding of and apply basic earth/space science concepts and facts.

06.01 identify sources of water.
06.02 identify the major uses of water.
06.03 recognize that the majority of the earth's surface is water.
06.04 recognize the effects of erosion.
06.05 recognize that the forces of weather change the earth's surface.
06.06 identify the differences between tornadoes and hurricanes.
06.07 identify relationships between the sun, moon and the earth.
06.08 recognize the sun as the principal source of energy.
06.09 recognize the relationship between the earth and sun in terms of time (day and year).
06.10 identify natural resources used to generate energy.
06.11 identify renewable and nonrenewable natural resources.
06.12 identify natural resources found in the ocean.
06.13 identify factors that determine weather.
06.14 demonstrate ability to track hurricanes on a map or chart.
06.15 explain why afternoon thunderstorms are common in Florida.

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After successfully completing this course, the student will be able to

07. Apply the basic concepts of health education.

- 07.01 identify common ailments and seek appropriate medical assistance.
- 07.02 identify medical and dental forms and related information.
- 07.03 demonstrate an understanding of how to select and use medications.
- 07.04 demonstrate an understanding of basic safety procedures.
- 07.05 identify skills for self-awareness, self-acceptance and self-improvement.
- 07.06 demonstrate skills necessary for the enhancement of interpersonal relationships.
- 07.07 understand the physical, mental, emotional, social, economic and legal consequences of drug abuse.
- 07.08 identify techniques for managing stress and time management.
- 07.09 identify the roles and services of local health agencies in the community.
- 07.10 demonstrate knowledge of good nutritional principles leading to the promotion of health and weight management throughout the stages of life.
- 07.11 identify cooperative efforts which can promote a higher level of health and environmental quality within a community.
- 07.12 identify the causes, effects, symptons and methods of preventing and controlling major diseases and disorders.
- 07.13 identify the physiological and social implications of personal hygiene practices.

After successfully completing this course, the student will be able to

08. Apply the basic concepts of history and the various social sciences.

- 08.01 explain causes and consequences of specific historical events.
- 08.02 interpret information from charts, maps, globes, and graphs.
- 08.03 explain how the life styles of different cultures have different impacts upon the environment.
- 08.04 demonstrate an understanding of a citizen's rights and responsibilities.
- 08.05 contrast what it means to be a citizen in the United States with what it means in an authoritarian society.
- 08.06 demonstrate an understanding of the concept of taxation.
- 08.07 demonstrate a knowledge of employability skills.
- 08.08 identify community agencies and services, including leisure time resources and facilities.
- 08.09 identify major individuals, events, and characteristics of past periods in American history.
- 08.10 demonstrate an understanding of the uniqueness of the American people as a synthesis of various cultures.
- 08.11 explain the significance of geography on the development of Florida.
- 08.12 locate and identify the continents and major countries of the world.
- 08.13 demonstrate an understanding of the structure and function of government at all levels of American political life.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1987

PROGRAM AREA: Adult Education SECONDARY NUMBER: 9900000

PROGRAM TITLE: Adult Basic Education POSTSECONDARY NUMBER: _____

08.14 utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills.

08.15 demonstate an understanding of the importance of participation in community service, civic improvement, and political activities.

08.16 demonstrate an understanding of the role that lawyers, law enforcement officers, youth and adult correctional officers, and court officials play in our system of justice.

08.17 demonstrate an understanding of the nature and consequences of crime.

08.18 demonstrate an understanding of the family as an institution and the responsibilities and interactions of the various members.

After successfully completing this course, the student will be able to

09. Apply the basic concepts of consumer education.

09.01 use weights, measures, measurement scales.

09.02 apply principles of comparison shopping in the selection of goods and services.

09.03 demonstrate an understanding of methods and procedures used to purchase goods and services.

09.04 demonstrate an understanding of methods and procedures to obtain housing and services and related maintenance.

09.05 apply principles of budgeting in the management of money.

09.06 demonstrate an understanding of consumer protection laws and resources.

09.07 demonstrate an understanding of procedures for the care, maintenance, and use of personal possessions.

09.08 use banking and financial services in the community.

09.09 demonstrate an understanding of methods and procedures for the purchase and maintenance of an automobile.

09.10 demonstrate and understanding of the principles involved in purchase of automobile, homeowners and life insurance.

09.11 demonstrate an understanding of guarantees, warranties, and the right to redress.

09.12 interpret driving regulations.

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